



OECD Program for International Student Assessment 2006

USA
Main Study PISA 2006

Date Completed

/ / 2006

Mon Day

SCHOOL QUESTIONNAIRE

School Name

School ID

Multiple coding
Office Use Only

MCS

MCR

MCM

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Learning
for Living

Project Consortium:

Australian Council for Educational Research (ACER)

Netherlands National Institute for Educational Measurement (CITO)

Educational Testing Service (ETS, USA)

National Institute for Educational Policy Research (NIER, Japan)

This questionnaire asks for information including:

- The characteristics of the school;
- The student body;
- The school's resources;
- Staffing;
- The organization of the school;
- The environment in the curriculum;
- Career guidance and preparation of students for further education.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish the impact of resource distribution on student achievement – both within and between countries.

What is meant by “science?”

PISA is an international study, and in order to make comparisons between students and schools in different countries, it is necessary to have a common definition of ‘science’. For the purpose of this questionnaire, science refers only to the core science subjects of physics, chemistry, earth science and biology either taught in your curriculum as separate science subjects, or taught within a single ‘integrated-science’ subject. It does NOT include related subjects such as engineering, technology, mathematics, psychology, economics, nor possible earth science topics included in geography courses. If in doubt as to whether a school subject other than physics, chemistry, earth science, biology or integrated-science is science or not, treat the subject as NOT being science.

The questionnaire should be completed by the principal or designate.
It should take about 30 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

A number of questions refer to tenth grade. If you do not have a tenth grade at your school then answer these questions for grade nine (or grade eight if you do not have grades nine or ten).

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.

SECTION A: THE STRUCTURE AND ORGANIZATION OF THE SCHOOL

Q1 As of September 25, 2006 what was the total school enrollment (number of students)?

(Please write a number in each line. Write 0 (zero) if there are none)

a) Number of boys: _____

b) Number of girls: _____

Q2 Is your school a public or a private school?

(Please check only one box)

A public school

☐ ₁

A private school

☐ ₂

Q3 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source)

- | | % |
|---|-------|
| a) Government (includes departments, local, regional, state and national) | _____ |
| b) Student fees or school charges paid by parents (e.g., tuition, fees for books, etc.) | _____ |
| c) Benefactors, donations, bequests, sponsorships, parent fund raising | _____ |
| d) Other | _____ |

Total	100%
-------	------

Q4 Do you have the following grade levels in your school?

(Please check one box in each row)

	<i>Yes</i>	<i>No</i>
a) Grade 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Grade 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Grade 3	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Grade 4	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Grade 5	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Grade 6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Grade 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Grade 8	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Grade 9	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Grade 10	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Grade 11	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Grade 12	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Ungraded school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q5 **Approximately what percent of students at this school last year were eligible for free- or reduced-price lunches through the National School Lunch Program?**

(Please write a number on the line. Write 0 (zero) if there are none)

Percent of
students
eligible:

Q6 **About what percentage of students in your school repeated a grade, at these levels, last academic year?**

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Check the 'not available' box if the level does not exist in your school)

- | | % | <i>Level not
available in
this school</i> |
|---|-------|---|
| a) The approximate percentage of students repeating a grade at the middle/junior high school level (grades 7-9) in this school last year was: | _____ | <input type="checkbox"/> 996 |
| b) The approximate percentage of students repeating a grade at the high school level (grades 10-12) in this school last year was: | _____ | <input type="checkbox"/> 996 |

Q7 **What is the average size of English classes in tenth grade in your school?**

(Please check only one box)

15 students or fewer ☐ ₀₁

16-20 students ☐ ₀₂

21-25 students ☐ ₀₃

26-30 students ☐ ₀₄

31-35 students ☐ ₀₅

36-40 students ☐ ₀₆

41-45 students ☐ ₀₇

46-50 students ☐ ₀₈

More than 50 students ☐ ₀₉

Q8 Which of the following best describes the community in which your school is located?

(Please check only one box)

A village, hamlet or rural area (fewer than 3,000 people) ☐ ₁

A small town (3,000 to about 15,000 people) ☐ ₂

A town (15,000 to about 100,000 people) ☐ ₃

A city (100,000 to about 1,000,000 people) ☐ ₄

A large city (with over 1,000,000 people) ☐ ₅

Q9 Some schools organize instruction differently for students with different abilities. What is your school's policy about this for students in tenth grade?

(Please check one box in each row)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
a) Students are grouped by ability into different classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Students are grouped by ability within their classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SECTION B: STAFFING

Q10 How many of the following are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please write a number in each space provided. Write 0 (zero) if there is none)

	Full time	Part time
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by the state in the main assignment field	_____	_____
c) Teachers with a bachelor's degree	_____	_____

Q11 In the last academic year, did you fill all vacant tenth grade science teaching positions at your school?

See the preliminary note on the definition of science inside the front cover. A science teacher is defined as a teacher of the subject(s) which meet this definition.

(Please check only one box)

Not applicable

(we had no vacant science teaching positions to be filled)

☐ ₁

Yes

(we filled all vacant science teaching positions, either with newly appointed staff or by reassigning existing staff)

☐ ₂

No

(we could not fill one or more vacant science teaching positions)

☐ ₃

Q12 Regarding your school, who has a considerable responsibility for the following tasks?

(Please check as many boxes as appropriate in each row)

	<i>Principal or teachers</i>	<i>Local school council, committee, or board</i>	<i>State education agency</i>	<i>U.S. Department of Education</i>
a) Selecting teachers for hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Firing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establishing teachers' starting salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Determining teachers' salaries increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Formulating the school budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Deciding on budget allocations within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Establishing student disciplinary policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Establishing student assessment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Approving students for admission to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Choosing which textbooks are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Determining course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Deciding which courses are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 Regarding your school, which of the following bodies exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices?

(Please check as many boxes as apply)

	<i>Area of influence</i>			
	<i>Staffing</i>	<i>Budgeting</i>	<i>Instructional content</i>	<i>Assessment practices</i>
a) District, state or national education authorities (e.g., Departments of Education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Local school council, committee, or board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Parent groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teacher groups (e.g. staff association, curriculum committees, trade union)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student groups (e.g. student association, youth organization)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) External examination boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C: THE SCHOOL'S RESOURCES

Number

Q14a About how many computers are available in the school altogether?

(Please write 0 (zero) if there are none)

Q14b About how many of these computers are available for instruction?

Q14c About how many computers in the school are connected to the Internet/World Wide Web?

Q15 Is your school's capacity to provide instruction hindered by any of the following?

(Please check one box in each row)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified English teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A lack of laboratory technicians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) A lack of other support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D: ACCOUNTABILITY AND ADMISSION PRACTICES**Q16 This set of questions explores aspects of the school's accountability to parents.**

(Please check one box in each row)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Does your school provide information to parents of students in tenth grade on their child's academic performance relative to other students in tenth grade in your school? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Does your school provide information to parents of students in tenth grade on their child's academic performance relative to national or regional benchmarks? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Does your school provide information to parents on the academic performance of students in tenth grade as a group relative to students in the same grade in other schools? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q17 Which statement below best characterizes parental expectations towards your school?

(Please check only one box)

- There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them ☐₁
- Pressure on the school to achieve higher academic standards among students comes from a *minority of parents* ☐₂
- Pressure from parents on the school to achieve higher academic standards among students is *largely absent* ☐₃

Q18 In your school, are achievement data used in any of the following ways?

Achievement data include aggregated school or grade-level test scores or grades, or graduation rates.

(Please check one box in each row)

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are used in evaluation of the principal's performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Achievement data are used in evaluation of teachers' performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Achievement data are used in decisions about instructional resource allocation to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Achievement data are tracked over time by an administrative authority (such as a district, state, or national education agency) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q19 We are interested in the options parents have when choosing a school for their children. Which of the following statements best describes the schooling available to students in your location?

(Please check only one box)

- There are two or more other schools in this area that compete for our students ☐₁
- There is one other school in this area that competes for our students ☐₂
- There are no other schools in this area that compete for our students ☐₃

Q20 **How much consideration is given to the following factors when students are admitted to your school?**

(Please check one box in each row)

	<i>Prerequisite</i>	<i>High priority</i>	<i>Considered</i>	<i>Not considered</i>
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student's academic record (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Student's need or desire for a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attendance of other family members at the school (past or present)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION E: SCIENCE AND THE ENVIRONMENT

Q21 Is your school involved in any of the following activities to promote engagement with science among students in tenth grade?

(Please check one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Science clubs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Science fairs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Science competitions other than school science fairs (e.g., Science Olympiads, Siemens Westinghouse Competition, etc.) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Extracurricular science projects (including research) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Excursions and field trips | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q22 **Where do topics on the environment sit in the curriculum received by students in tenth grade at your school?**

Environmental topics include all topics related to environmental science. These may include environmental issues such as pollution or the degradation of the environment. Relationships between organisms, biodiversity and conservation of resources would also be examples of environmental topics.

(Please check one box in each row. If there are no topics on the environment in the curriculum received by students in tenth grade please check "No" in all four rows)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) In a specific environmental studies course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) In the natural sciences courses – for example as part of biology, chemistry, physics, earth science or within an integrated science course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) As part of a geography course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) As part of another course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q23 Does your school organize any of the following activities to provide opportunities to students in tenth grade to learn about environmental topics?

(Please check one box in each row)

	<i>Yes</i>	<i>No</i>
a) Outdoor education (e.g., field trips to natural areas)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Trips to museums	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Trips to science and/or technology centers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Extracurricular environmental projects (including research)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Lectures and/or seminars (e.g. guest speakers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SECTION F: CAREERS AND FURTHER EDUCATION

Q24 How often would students in tenth grade have the opportunity to participate in the activities below as part of their normal schooling?

(Please check one box in each row)

	<i>Never</i>	<i>Once a year</i>	<i>More than once a year</i>
a) Job fairs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Lectures (at school) by business or industry representatives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Visits to local businesses or industries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q25 In your school, about how many students in tenth grade receive some training within local businesses as part of school activities during the normal school year (e.g. apprenticeships)?

(Please check only one box)

- This is not offered to students in tenth grade ☐ ₁
- Half or less of students in tenth grade ☐ ₂
- More than a half of students in tenth grade ☐ ₃

Q26 Thinking about the curriculum received by students in tenth grade, which statement below is closest to your view?

(Please check only one box)

Business and industry have no influence on the curriculum ☐ ₁

Business and industry have a minor or indirect influence on the curriculum ☐ ₂

Business and industry have a considerable influence on the curriculum ☐ ₃

Q27 To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them progress towards science-related careers?

Science-related career has been used here to include careers that involve a considerable amount of science but are beyond the traditional idea of a scientist as someone who works in a laboratory or academic environment (like a nuclear physicist). As such, a science-related career is not only one in physics, chemistry or biology. Any career that involves postsecondary education in a scientific field is considered science-related. Therefore careers like engineer (involving physics), weather forecaster (involving earth science), optician (involving biology and physics), and medical doctors (involving the medical sciences) are all examples of science-related careers.

(Please check only one box)

These skills and knowledge are not a major part of teachers' pedagogical activities ☐ ₁

These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasized ☐ ₂

These skills and knowledge are a focus of teachers' pedagogical activities ☐ ₃

Q28 To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in postsecondary education?

(Please check only one box)

These skills and knowledge are not a major part of teachers' pedagogical activities ☐ ₁

These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasized ☐ ₂

These skills and knowledge are a focus of teachers' pedagogical activities ☐ ₃

Q29 Who has the main responsibility for career guidance of students in tenth grade at your school?

(Please check only one box)

Not applicable, career guidance is not available in this school ☐ ₁

All teachers share the responsibility for career guidance ☐ ₂

Specific teachers have the main responsibility for career guidance ☐ ₃

We have one or more specific career guidance counsellors **employed** at school ☐ ₄

We have one or more specific career guidance counsellors who regularly **visit** the school ☐ ₅

Q30 If career guidance is available at your school, which of the statements below best describes the situation for students in tenth grade?

Skip this question if career guidance is not available at your school.

(Please check only one box)

Career guidance is sought voluntarily by students

☐ ₁

Career guidance is formally scheduled into students' time at school

☐ ₂

Thank you for your co-operation



OECD Program for International Student Assessment 2006

USA
Main Study PISA 2006

Date of Test

/ / 2006

Mon Day

STUDENT QUESTIONNAIRE

School Name	<input type="text"/>		
Student ID	<input type="text"/>		
Student Name	<input type="text"/>		
	Family Name	Given Name	
Date of Birth	<input type="text"/>		
	Day	Month	Year
Multiple coding Office Use Only	<input type="text"/>	<input type="text"/>	<input type="text"/>
	MCS	MCR	MCM

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Learning
for Living

Project Consortium:

Australian Council for Educational Research (ACER)

Netherlands National Institute for Educational Measurement (CITO)

Educational Testing Service (ETS, USA)

National Institute for Educational Policy Research (NIER, Japan)

In this booklet you will find questions about:

- You and your family
- Your views on various issues related to science
- The environment
- Careers and science
- Learning time
- Teaching and learning science

Please read each question carefully and answer as accurately as you can. In the test you usually circled your answers. For this questionnaire, you will normally answer by checking a box. For a few questions you will need to write a short answer.

If you make a mistake when checking a box, cross out or erase your mistake and mark the correct box. If you make an error when writing an answer, simply cross it out and write the correct answer next to it.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you.

You may ask for help if you do not understand something or are not sure how to answer a question.

Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential.

SECTION 1: ABOUT YOU

Q1 What grade are you in?

grade

Q2 On what date were you born?

(Please write the month, day and year you were born)

Month *Day* *19* *Year*

ST04N01

Q3a Which best describes you?

(Please check only one box)

I am Hispanic or Latino

☐ ₁

I am not Hispanic or Latino

☐ ₂

ST04N02

Q3b Which of these categories best indicates your race?

(Please check all that apply)

White

☐ ₁

Black or African American

☐ ₁

Asian

☐ ₁

American Indian or Alaska Native

☐ ₁

Pacific Islander

☐ ₁

Q4 Are you female or male?

Female

Male

☐ ₁☐ ₂

SECTION 2: YOUR FAMILY AND YOUR HOME

In this section you will be asked some questions about your family and your home.

Some of the following questions are about your mother and father or those persons who are like a mother or father to you — for example, guardians, step-parents, foster parents, etc.

If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/guardians you spend the most time with.

Q5a What is your mother currently doing?

(Please check only one box)

Working full-time for pay

☐ ₁

Working part-time for pay

☐ ₂

Not working, but looking for a job

☐ ₃

Other (e.g., home duties, retired)

☐ ₄

Q5b What is your mother's main job? (e.g., school teacher, food worker, sales manager)

(If she is not working now, please tell us her last main job)

Please write in the job title. _____

Q5c What does your mother do in her main job?
(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work she does or did in that job.

Q6 What is the highest level of schooling (not including college) completed by your mother?

If you are not sure which box to choose, please ask the test administrator for help.

(Please check only one box)

Completed grade 12 (high school diploma or GED) ☐ ₁

Completed grade 9 ☐ ₃

Completed grade 6 ☐ ₄

She completed grade 5 or less ☐ ₅

Q7 Does your mother have any of the following qualifications?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please check one box in each row)

	Yes	No
Bachelor's (4-year college degree),		
a) master's, doctoral, or professional degree such as medicine or law	<input type="checkbox"/> _1	<input type="checkbox"/> _2
b) Associate's degree (2-year degree from a community college)	<input type="checkbox"/> _1	<input type="checkbox"/> _2
Vocational or technical certificate/diploma		
c) after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> _1	<input type="checkbox"/> _2

Q8a What is your father currently doing?

(Please check only one box)

Working full-time for pay

☐ ₁

Working part-time for pay

☐ ₂

Not working, but looking for a job

☐ ₃

Other (e.g., home duties, retired)

☐ ₄

Q8b What is your father's main job?

(e.g., school teacher, food worker, sales manager)

(If he is not working now, please tell us his last main job)

Please write in the job title. _____

Q8c What does your father do in his main job?

(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work he does or did in that job.

Q9 What is the highest level of schooling (not including college) completed by your father?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please check only one box)

Completed grade 12 (high school diploma or GED) ☐ ₁

Completed grade 9 ☐ ₃

Completed grade 6 ☐ ₄

He completed grade 5 or less ☐ ₅

Q10 Does your father have any of the following qualifications?

If you are not sure which box to choose, please ask the test administrator for help.

(Please check one box in each row)

	Yes	No
Bachelor's (4-year college degree),		
a) master's, doctoral, or professional degree such as medicine or law	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Associate's degree (2-year degree from community college)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Vocational or technical certificate/diploma		
c) after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q11a In what country were you and your parents born?

(Please check one answer in each column)

	<i>You</i>	<i>Mother</i>	<i>Father</i>
United States*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	01	01	01
Other country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	02	02	02

*For this question, "United States" refers to the 50 states, District of Columbia, and U.S. military bases abroad.

Q11b If you were NOT born in the United States, how old were you when you arrived in the United States?

If you were less than 12 months old, please write zero (0)

_____ years

Q12 What language do you speak at home most of the time?

(Please check only one box)

English	<input type="checkbox"/>
	<113>
Spanish	<input type="checkbox"/>
	<156>
Other language	<input type="checkbox"/>
	<859>

Q13 Which of the following are in your home?

(Please check one box in each row)

	<i>Yes</i>	<i>No</i>
a) A desk to study at	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) A room of your own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) A quiet place to study	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) A computer you can use for school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Educational software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) A link to the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Your own calculator	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Classic literature (e.g., Shakespeare)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Books of poetry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Works of art (e.g., paintings)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Books to help with your school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) A dictionary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) A dishwasher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) A DVD or VCR player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) A guest room	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) A high-speed internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) An iPod or MP3 player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q14 How many of these are there at your home?

(Please check only one box in each row)

	<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
a) Cellular phones	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Televisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Cars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Rooms with a bath or shower	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15 How many books are there in your home?

There are usually about 40 books per yard of shelving. Do not include magazines, newspapers, or your schoolbooks.

(Please check only one box)

0-10 books	<input type="checkbox"/> ₁
11-25 books	<input type="checkbox"/> ₂
26-100 books	<input type="checkbox"/> ₃
101-200 books	<input type="checkbox"/> ₄
201-500 books	<input type="checkbox"/> ₅
More than 500 books	<input type="checkbox"/> ₆

SECTION 3: YOUR VIEWS ON SCIENCE

This section asks about your views on various issues relating to science. Science refers to any topics that you might encounter in school, or outside of school (for example on television) that relate to space science, biology, chemistry, earth science or physics.

Q16 How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) I generally have fun when I am learning science topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I like reading about science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am happy doing science problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I enjoy acquiring new knowledge in science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I am interested in learning about science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q17 How easy do you think it would be for you to perform the following tasks on your own?

(Please check only one box in each row)

	<i>I could do this easily</i>	<i>I could do this with a bit of effort</i>	<i>I would struggle to do this on my own</i>	<i>I couldn't do this</i>
a) Recognize the science question that underlies a newspaper report on a health issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Explain why earthquakes occur more frequently in some areas than in others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Describe the role of antibiotics in the treatment of disease	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Identify the science question associated with the disposal of garbage	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Predict how changes to an environment will affect the survival of certain species	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Interpret the scientific information provided on the labels of food items	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Discuss how new evidence can lead you to change your understanding about the possibility of life on Mars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Identify the better of two explanations for the formation of acid rain	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Advances in science and technology usually improve people's living conditions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Science is important for helping us to understand the natural world	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Some concepts in science help me see how I relate to other people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Advances in science and technology usually help improve the economy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I will use science in many ways when I am an adult	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Science is valuable to society	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Science is very relevant to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I find that science helps me to understand the things around me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Advances in science and technology usually bring social benefits	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) When I leave school there will be many opportunities for me to use science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q19 How often do you do these things?

(Please check only one box in each row)

	<i>Very Often</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Never or hardly ever</i>
a) Watch TV programs about science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Borrow or buy books on science topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Visit web sites about science topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Listen to radio programs about advances in science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Read science magazines or science articles in newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attend a science club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q20 Here is a list of science topics. From which source(s) did you mainly learn about each of these topics?

(Please check as many boxes as apply in each row)

	<i>None of these, I am not sure what this is</i>	<i>My school</i>	<i>The TV, radio, newspaper or magazines</i>	<i>My friends</i>	<i>My family</i>	<i>The Internet or books</i>
a) Photosynthesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Formation of the continents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Genes and chromosomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Soundproofing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Evolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Nuclear energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Health and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 How much interest do you have in learning about the following science topics?

(Please check only one box in each row)

	<i>High Interest</i>	<i>Medium Interest</i>	<i>Low Interest</i>	<i>No Interest</i>
a) Topics in physics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Topics in chemistry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The biology of plants	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Human biology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Topics in astronomy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Topics in geology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Ways scientists design experiments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) What is required for scientific explanations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION 4: THE ENVIRONMENT

Q22 How informed are you about the following environmental issues?

(Please check only one box in each row)

	<i>I have never heard of this</i>	<i>I have heard about this but I would not be able to explain what it is really about</i>	<i>I know something about this and could explain the general issue</i>	<i>I am familiar with this and I would be able to explain this well</i>
a) The increase of greenhouse gases in the atmosphere	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use of genetically modified organisms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Acid rain	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The consequences of clearing forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 From which source(s) did you mainly learn about each of these environmental issues?

(Please check as many boxes as apply in each row)

	<i>None of these, I am not sure what this is</i>	<i>My school</i>	<i>The TV, radio, newspaper or magazines</i>	<i>My friends</i>	<i>My family</i>	<i>The Internet or books</i>
a) Air pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Energy shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Extinction of plants and animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Clearing of forests for other land use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Water shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Nuclear waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 Do you see the environmental issues below as a serious concern for yourself and/or others?

(Please check only one box in each row)

	<i>This is a serious concern for me personally as well as others</i>	<i>This is a serious concern for other people in my country but not me personally</i>	<i>This is a serious concern only for people in other countries</i>	<i>This is not a serious concern to anyone</i>
a) Air pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Energy shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Extinction of plants and animals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Clearing of forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Water shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q25 Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years?

(Please check only one box in each row)

	<i>Improve</i>	<i>Stay about the same</i>	<i>Get worse</i>
a) Air pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Energy shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Extinction of plants and animals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Clearing of forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Water shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q26 How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) It is important to carry out regular checks on the emissions from cars as a condition of their use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It disturbs me when energy is wasted through the unnecessary use of electrical appliances	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am in favor of having laws that regulate factory emissions even if this would increase the price of products	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) To reduce waste, the use of plastic packaging should be kept to a minimum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Industries should be required to prove that they safely dispose of dangerous waste materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I am in favor of having laws that protect the habitats of endangered species	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Electricity should be produced from renewable sources as much as possible, even if this increases the cost	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION 5: CAREERS AND SCIENCE

In this section we ask you questions about science-related careers. When thinking about what a science-related career might be, think of the many jobs that involve science—not just the traditional “scientist.” Careers like engineer (involving physics), weather forecaster (involving earth science), optician (involving biology and physics), and medical doctors (involving the medical sciences) are all examples of science-related careers.

Q27 How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The subjects <u>available</u> at my school provide students with the basic skills and knowledge for a science-related career	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The science subjects at my school provide students with the basic skills and knowledge for many different careers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The subjects <u>I study</u> provide me with the basic skills and knowledge for a science-related career	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My teachers equip me with the basic skills and knowledge I need for a science-related career	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q28 How informed are you about these topics?

(Please check only one box in each row)

	<i>Very well informed</i>	<i>Fairly informed</i>	<i>Not well informed</i>	<i>Not informed at all</i>
a) Science-related careers that are available in the job market	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Where to find information about science-related careers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The steps students need to take if they want a science-related career	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Employers or companies that hire people to work in science-related careers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29 How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) I would like to work in a career involving science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I would like to study science after high school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I would like to spend my life doing advanced science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I would like to work on science projects as an adult	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q30a What kind of job do you expect to have when you are about 30 years old?

Write the job title _____

Q30b What is the highest grade or level of school you expect to complete?

(Please check only one box)

Less than high school ☐ ₁

High school ☐ ₂

Vocational or technical certificate (such as cosmetology or auto mechanics) ☐ ₃

Associate's degree (2-year degree from a community college) ☐ ₄

Bachelor's degree (4-year college degree) ☐ ₅

Master's degree ☐ ₆

Doctoral or professional degree such as medicine or law ☐ ₇

SECTION 6: LEARNING TIME

Q31 How much time do you typically spend per week studying the following subjects?

For each subject, please indicate separately:

- the time spent attending regular classes at your school;
- the time spent attending out-of-school-time lessons (at school, at home or somewhere else);
- the time spent studying or doing homework by yourself.

(Please check only one box in each row)

	No time	Less than 2 hours a week	2 or more but less than 4 hours a week	4 or more but less than 6 hours a week	6 or more hours a week
Science					
a) Regular classes in science at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Out-of school-time lessons in science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Study or homework in science by myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Mathematics					
d) Regular classes in mathematics at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Out-of school-time lessons in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Study or homework in mathematics by myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q31 (continued)

	<i>No time</i>	<i>Less than 2 hours a week</i>	<i>2 or more but less than 4 hours a week</i>	<i>4 or more but less than 6 hours a week</i>	<i>6 or more hours a week</i>
English Language and Literature					
g) Regular classes in English at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Out-of school-time lessons in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Study or homework in English by myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Other subjects					
j) Regular classes in other subjects at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Out-of-school-time lessons in other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Study or homework in other subjects by myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q32 What type of out-of-school-time lessons do you attend currently (if any)?

These are lessons in subjects that you are learning at school, that you spend extra time learning outside of normal school hours. The lessons might be held at your school, at your home or somewhere else. These are only lessons in subjects that you also learn at school.

(Please check only one box in each row)

	Yes	No
a) One to one lessons with a teacher who is also a teacher at your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) One to one lessons with a teacher who is <u>not</u> a teacher at your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Lessons in small groups (less than 8 students) with a teacher who is also a teacher at your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Lessons in small groups (less than 8 students) with a teacher who is <u>not</u> a teacher at your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Lessons in larger groups (8 students or more) with a teacher who is also a teacher at your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Lessons in larger groups (8 students or more) with a teacher who is <u>not</u> a teacher at your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SECTION 7: TEACHING AND LEARNING SCIENCE

Q33 Did you or do you take any of the courses listed below?

(Please check as many boxes as apply in each row)

	<i>Last year</i>		<i>This year</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a) A required general or integrated science course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) An optional general or integrated science course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) A required biology course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) An optional biology course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) A required physics course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) An optional physics course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) A required chemistry course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) An optional chemistry course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q34 When learning science topics at school, how often do the following activities occur?

(Please check only one box in each row)

	<i>In all lessons</i>	<i>In most lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
a) Students are given opportunities to explain their ideas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students spend time in the laboratory doing practical experiments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students are required to design how a science question could be investigated in the laboratory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The students are asked to apply a science concept to everyday problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The lessons involve students' opinions about the topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students are asked to draw conclusions from an experiment they have conducted	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The teacher explains how a science idea can be applied to a number of different phenomena (e.g., the movement of objects, substances with similar properties)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Students are allowed to design their own experiments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q34 (continued)

	<i>In all lessons</i>	<i>In most lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
i) There is a class debate or discussion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Experiments are done by the teacher as demonstrations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Students are given the chance to choose their own investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) The teacher uses science to help students understand the world outside school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Students have discussions about the topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Students do experiments by following the instructions of the teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) The teacher clearly explains the relevance of science concepts to students' lives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Students are asked to do an investigation to test out their own ideas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) The teacher uses examples of technological application to show how science is relevant to society	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q35 How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Making an effort in my science class(es) is worth it because this will help me in the work I want to do later on	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) What I learn in my science class(es) is important for me because I need this for what I want to study later on	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I study science because I know it is useful for me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Studying science is worthwhile for me because what I learn will improve my career prospects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I will learn many things in my science class(es) that will help me get a job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q36 In general, how important do you think it is for you to do well in the subjects below?

(Please check only one box in each row)

	<i>Very important</i>	<i>Important</i>	<i>A little important</i>	<i>Not important at all</i>
a) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q37 The following question asks about your experience in learning science.

How much do you agree with the statements below?

(Please check only one box in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Learning advanced science would be easy for me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I can usually give good answers to test questions in science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I learn science quickly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Science is easy for me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) When I am being taught science, I can understand the concepts very well	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I can easily understand new ideas in science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

***Thank you very much for your co-operation in
completing this questionnaire!***

